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WHAT'S NEW IN TEACHER EDUCATION.

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IMPROVEMENT IN TEACHER TRAINING PROGRAMS IS BEING IMPLEMENTED TO INSURE A CORPS OF QUALIFIED LANGUAGE TEACHERS WHO CAN MEET THE DEMANDS OF MODERN CURRICULA. NATIONAL DEFENSE EDUCATION ACT INSTITUTES, FILMS, CONSULTANTS, AND TEACHERS MANUALS ACCOMPANYING NEW MATERIALS ARE AVAILABLE FOR INSERVICE TEACHERS. FUTURE TEACHERS ARE BEING AIDED BY MORE CAREFULLY DESIGNED TRAINING PROGRAMS WHICH INCLUDE COURSES IN APPLIED LINGUISTICS AND STUDY ABROAD. ALTHOUGH LITTLE HAS BEEN DONE TO UPGRADE THE TEACHING COMPETENCY OF COLLEGE INSTRUCTORS WHO TRAIN LANGUAGE TEACHERS, A FEW UNIVERSITIES HAVE INITIATED NEW REQUIREMENTS FOR MASTER AND DOCTORAL CANDIDATES. OTHER INSTITUTIONS ARE DEVELOPING SPECIAL PROGRAMS, INCLUDING SPECIFIC ONES FOR LANGUAGE TEACHERS IN THE ELEMENTARY SCHOOLS. THIS ARTICLE APPEARS IN "AUDIOVISUAL INSTRUCTION," VOLUME 7, NUMBER 9, NOVEMBER 1962, PAGES 634-636. (AF)

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What's New in Teacher Education?

Emma Marie Birkmaier

MODERN LANGUAGE INSTRUCTION from grade school through the university is no longer the same as it was from 1920 up to World War II. Our "brave new world" with new methods of communication, a new technology, and a closer involvement with all the world's cultures demands a realignment of objectives and new directions in modern language teaching. Most of all, it demands a teacher committed to carrying out the new ideas about language teaching.

The American public has suddenly become aware of the importance of modern-language teaching and has begun to grasp the idea that many dividends are derived from building language study on a foundation of early training in the listening-speaking skills. As the elementary and secondary schools extend the length of their courses in modern languages, the language teacher must play a major role in shaping these curricula.

The new language courses, using the audio-lingual approach, are sufficiently different from the traditional courses that the teacher must have near native ability in the four language skills of listening comprehension, speaking, reading and writing, and be well-versed in the cultural ways of the foreign country. He must have an understanding of how a particular language works and where the crucial points of interference lie between his native tongue and the foreign language he is teaching. He must also have an understanding of the techniques and methods he can use to facilitate the student's acquisition of the language.

In 1955 the Modern Language Association issued a statement listing the above seven qualifications of a skilled language teacher. The list was adopted by state and local groups as the ideal which, it is hoped, can be expected of language teachers in the future. In 1959, again under the auspices of the MLA and in cooperation with the Educational Testing Services, a group of language specialists constructed a battery of seven tests for the purpose of evaluating these qualifications. (See Paul Pimsleur's article on page 634.) The tests have been used since 1960 to determine the progress of the teachers attending the NDEA modern language institutes. They are now being used by colleges and universities in the country to evaluate the readiness of the prospective modern-language teacher. They are also exerting a profound influence in the modern-language training curricula at the college level and are becoming a new basis for certifying language teachers at both the state and college levels. It is hoped that they will eventually lessen the weight given to a mere accumulation of credit hours in the language.

To insure a corps of qualified teachers who can handle the modern curricula, the language field has had to attack the teacher-training problem at three levels. First of all, the poorly qualified teacher and the teacher trained in the traditional grammar-translation approach present the most pressing cases. A second group to which careful attention must be given are the future

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teachers now receiving their training in the colleges. Last, but not least, is the group of instructors in the colleges who teach the prospective elementary- and secondary-school teachers but who, because they are so immersed in doing literary research, know very little about the actual language learning process and how to present the modern language effectively and efficiently.

This latter group has been largely untouched, but negotiations are now under way to establish institutes under the NDEA Language Development Program to upgrade the teaching competency of college instructors. Indiana University is at present requiring each master and doctoral candidate to be familiar with the significant recent developments in the teaching of foreign languages and to teach, in the presence of a committee of examiners, an extract from some literary work with which he is familiar. The University of Wisconsin's French and Italian departments require each doctoral candidate to conduct a demonstration class before five members of the departmental committee on graduate studies.

Upgrading Teacher Competencies

Up to now the modern-language field has concentrated primarily on the first group—upgrading the efficiency of the teacher in service. This has been in progress since 1959 with the aid of Titles VI and III of the NDEA Language Development Program. Through funds from Title VI, well over 225 intensive summer language institutes of from six to nine weeks' duration and over a dozen year-long language institutes have been conducted. More than 10,000 secondary- and elementary-school foreign-language teachers have attended such institutes. The scope of these institutes includes not only the upgrading of the Spanish, German, and French teachers but also Russian and Chinese teachers at both the elementary- and secondary-school levels. Hebrew and Italian have also been included in the program. It is expected in the near future that other institutes will be added for training elementary- and secondary-school teachers in the uncommon languages.

Second-level institutes are conducted in Germany, France, the Latin American countries and the USSR. Special institutes have also made it possible to train native speakers in the new audio-lingual approach by giving them the courses which help to fit them into our schools as teachers and supervisors of modern languages. Through the aid of Title III funds, many thousands of foreign-language teachers have also participated in state-sponsored inservice workshops and demonstrations of audio-lingual and language-laboratory techniques. Through the matching of Title III funds, the language teacher has been able to acquire technological aids, language laboratories, and other enrichment materials for his school.

The NDEA Language Institutes are giving inservice teachers invaluable experience in upgrading their language competence and in cultural enrichment. They have been introduced to the field of linguistics. They have studied the culture and literature of the foreign country, worked in language laboratories, and made language tapes. Almost all of the participants have gone back to their language classrooms fired with enthusiasm, stimulated by watching new procedures in action, more fluent and more correct in their oral use of the language, and with a considerable array of professional information, and instructional materials—even with prepared exercises and taped recordings. They have learned something about the equipment and utilization of the language laboratory and have observed and used the new methods and techniques in their methodology and demonstration classes.

If the NDEA institutes continue, they will help other outstanding sources supply the modern language field with well-prepared teachers in service. However, there are also problems which as yet have not been solved. It is time to consider a sequence of from three to four summer institutes, with the final institute held abroad for the enthusiastic elementary school teacher who would like to teach a foreign language but cannot take a year off to get the necessary competency—scholarship or no.

Technology has certainly come to our aid in cases where the elementary-school teacher with little or no competency has had to face educational TV programs such as *Parlons Français*. In such TV projects the combination of teacher-training films, language tapes, and the specialist-consultant who goes from school to school to assist the teacher and work with the children has pointed up some additional valuable techniques which should be incorporated into the regular teacher-training programs of the colleges and universities.

Films have become a great aid in getting students and teachers to understand the audio-lingual approach and how it is used. A series of five teacher training films on the "Principles and Methods of Teaching a Second Language" (produced by the Center of Applied Linguistics and Teaching Film Custodians) is used throughout the world in teacher training. Another group of films in four languages (French, German, Russian, Spanish) produced for Yale University shows the variety of techniques which can be used in an audio-lingual course. Each language has two reels, each 30 minutes in length. Reel one shows an abbreviated form of a 45-minute class near the end of the first year of instruction; reel two deals with the first day of a beginning course and individual techniques. Both sets of films are accompanied by worksheets and manuals.

Institutions such as Michigan State University, the University of Minnesota, Wayne State University, and others, are also making films and kinescopes of demonstration classes showing effective classroom procedure. Such films help not only the teacher in service but have become an integral part of the materials used in assisting the cadet teacher to understand the new approaches to language teaching.

Another breakthrough in helping inservice teachers to teach more effectively has been the teachers manuals which accompany the new language materials now used by over 40 percent of the schools in the country. These

are elaborately detailed, step-by-step descriptions of what to do in the language classroom. Such manuals, especially for the secondary-school level, were nonexistent before 1959.

Although there are many opportunities for teacher exchange and study abroad, the Smith-Hays Act of 1961 which provides funds for teachers to study and travel abroad is one of the major advances for increasing the competency of the language teacher.

Pre-Service Training

Up to now we have primarily discussed the teacher in service. A few scholars who have taught courses and directed NDEA Language Institutes are now incorporating the program into the regular curricula of their modern language departments. Some teacher training departments are taking a long, close look at the new cadet teacher who, in order to teach today's youth, should have superior intelligence and be a dynamic and enthusiastic personality. In his general educational background, the young teacher trainee is encouraged to take courses in the geography, history, culture and institutions of the countries whose language he will be teaching. He is taking courses in the structure of his own language, English, and learning how to teach it as a second language. Courses in cultural anthropology, linguistics, and educational and social psychology are becoming part of the modern-language teacher's stock in trade.

The language laboratory is playing an increasingly greater role in the education of the teacher trainee who starts his foreign language career at the college level and who must therefore attain a high level of proficiency in shorter time. The beginner at the college level must attempt the almost impossible task of acquiring a near-native ability in language skills at a time in his life when it is difficult to do so.

As language programs reach down into the junior-high and elementary-school levels, as the language laboratory begins to play an increasingly important role at the high-school level, more and more students are entering colleges and universities with a fluency in foreign languages never before experienced. High-school teachers and college professors are cooperating in the referral of these able students and encouraging them to go on into modern language teaching. However, teachers at the high-school level are concerned, and rightly so, that the enthusiasm of these young people not be killed by uninspired teaching at the college levels.

More and more colleges are giving the courses in culture and in literature entirely in the foreign language. The author knows of one professor who delivers half-hour lectures which contain not only information on the country's contributions to literature, the arts, and the sciences, but stresses also the life of today—the education, the family, the working conditions, the leisure time activities, the sports, religion, etc. Not only are the students furnished an outline of the lecture, but they are forbidden to take notes so that all their attention can be focused on the message. The lectures are recorded on tape and the weaker students listen as often as necessary to arrive at a complete mastery of the material. The lectures also become the discussion materials for class. Regular compositions involving the same materials are expected of the students. Since the professor also teaches the conversation classes, the lecture topics become the discussion, conversation and drill material for these classes.

Courses in applied linguistics contribute much to the modern-language teacher's training. Examined here are the basic principles which lie at the root of the audio-lingual approach, the structure of language in general, its fundamental oral nature, and the resemblance and differences between foreign and native language. Many of these courses are taught by trained language teachers who have made a careful study of linguistics and are concerned with its practical application.

Not only does the teacher trainee make use of the language laboratory to upgrade his language skills but, either in a special course or as part of his methods course, he familiarizes himself with laboratory techniques and equipment so that he can help select and operate the kind he wants when he goes out to teach. He is taught to prepare tapes and other recorded material and he observes the use of these materials in the language-laboratory class in which he is doing his practice teaching.

Besides language laboratories with 200 or more stations and a repertoire of several thousand tapes, some of the larger universities also have listening booths in the library where the student can hear a tape or record of anything from the reading of a fairy tale to the declamation of poetry. As an exercise for his advanced conversation class, the student sometimes uses his language-laboratory station to listen to a speech in English which, as it progresses, he translates into the foreign language. The translation is simultaneously recorded on tape to be discussed during the following class period and corrected later.

As part of the language-teacher training program there is a growing trend to have the teacher trainee spend the junior year in the country whose language he intends to teach. The State of Pennsylvania expects, by the fall of 1963, to have language students in the state colleges spend their junior year abroad. The project is in the planning period. Other teacher-training institutions encourage young teachers to spend one or two summers abroad. (These summers should be between the junior and senior year or directly after graduation.)

Five-Year Programs

Some universities are extending their teacher training programs to five years with a master's degree in the teaching of a foreign language. This gives a cadet teacher a year of internship during which he works with a master teacher in a school system and takes his professional courses concurrently with this internship experience. These seminars and workshops on methods and techniques to be used in classroom and laboratory are held in the late afternoons or evenings. Here master teachers, cadet teachers, and methods instructor get at

the problems of language teaching in a realistic and meaningful manner. At some of these workshops the author observed a cadet teacher together with a native speaker working with films and filmstrips, supplying different levels of foreign language narrative to be put on tape for use in class. Others were listening to and discussing tapes made of a cadet teacher's classroom performance. Kinescopes of good and bad classroom teaching were used as a basis for bringing out important principles in language learning and teaching.

An increasing number of colleges and universities are instituting programs for the training of modern-language teachers for the elementary school. This program differs from that of the secondary teacher in that more emphasis is given to oral competency, for this is the crucial aspect of language teaching which can be accomplished extraordinarily well at the grade school level. The facets of the culture which are of particular interest to children are dwelt on in the culture class. Much time is also spent on integrating foreign-language learning with the other activities of the grade-school classroom.

One state department of education is issuing a certificate in the teaching of modern language from Grades 1 through 12 to teachers with a bachelor's degree who have a modern language major from an accredited teacher-training institution. The program must include 18 semester credits in education with a methods course in foreign-language teaching at both the elementary- and secondary-school levels and supervised student teaching at both levels. The candidate is expected to achieve a rating of good or superior from the language department of the teacher-training institution in five of the seven competencies defined in MLA's *Qualifications for Secondary School Teachers of Modern Foreign Languages* and at least a minimal rating in the remaining two competencies. The five competencies which require the *superior* or *good* rating include aural understanding, speaking, reading, and writing. The leading teacher-training institution in the state requires 59 quarter credits in the language major, besides the methods and language-laboratory training course and the practice teaching.

Teacher training in foreign languages has become big business in the state of Indiana. As of April 1962, with the aid of a Ford Foundation Grant of $650,000, Indiana University is launching an ambitious 10-year program to improve the teaching of foreign languages throughout the state. In order to insure an effective job in elementary and secondary schools, the Indiana Modern Language Program has made teacher training one of its major concerns.

Pages could be written describing innovations in the training of the future teacher in the forward-looking institutions of the country. Many others are taking note that new ideas for upgrading the profession come off the drawing boards daily. We have not been remiss in using to the hilt the new technology to experiment and to better the profession. Our aim now is that effective instruction reach every FL student in the country.

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